



Indiana Department of Education
SUPPORTING STUDENT SUCCESS



SES District & Educator FAQs

What does SES mean for districts and educators?

District personnel, principals and teachers play a key role in the success of the SES program. Families often see school staff as the first, and often best, source of information about their child's performance and their option for improvement. If families have questions about eligibility for SES or about local providers, they are likely to ask their child's teacher or principal. Educators can help families by providing them with information about each SES provider and answering any questions families have regarding enrolling in SES.

How can SES help districts and educators?

Principals and teachers face incredible demands on their time during the school day. Unfortunately, these demands often prevent them from providing the intensive individual instruction that they wish they could offer to students. The SES program offers educators an opportunity to provide children who are struggling in school with extra academic help and individual instruction. Tutoring can also provide students with a safe, nurturing environment outside of school. Ultimately, this tutoring can help children become more productive, successful students in their regular classrooms. By helping individual students improve, SES can also offer teachers and principals the support to help entire schools improve.

How can educators get involved?

Educators can connect parents with quality providers in a number of ways. Educators can help by:

- Contacting the district's Title I office to obtain information about SES providers.
- Asking the district for a copy of information that was sent to parents about SES providers.

- Learning about tutoring services SES providers offer.
- Making information about all SES providers readily available in school to share with parents.

Once a family chooses a provider for their child, educators can join district Title I staff in consulting with the provider, the family, and district to set achievement goals for each child. Typically, the district's Title I office or the provider will arrange for consultation with the parent.

While a student is receiving SES, the provider is required to monitor the student's progress toward identified goals and provide families with feedback. Educators can request updates about the student's progress, communicate with the provider about coursework, and give feedback about the student's progress in school as long as the parent has signed a release form.

Can classroom educators become SES providers?

Yes. Public schools and districts that have not been identified as in need of improvement under Title I can become SES providers. An individual educator or a group of educators can also create their own SES programs. For example, teachers could adapt their successful classroom approach into an SES program. Educators or groups of educators who want to become SES providers must organize as a legally recognized non-profit or for-profit entity, submit an application during the state's SES Provider application period, and be approved by the state as a provider.

Some educators can also work as tutors or program managers for existing SES providers. However, educators who work for both a district and SES provider must adhere to the guidelines established in IDOE's Policies and Procedures for SES document (see Subpart B, Section 2.0 (g)(G1-G5)) <http://mustang.doe.state.in.us/dg/ses/pdf/09Policies/2009-07-27-SES-PoliciesProcedures.pdf>. The following individuals are not permitted to work for SES providers due to the potential for real or perceived conflicts of interest: Title I Program Administrators, Principals of SES schools, SES Liaisons/Coordinators, and any district staff involved in or responsible for the payment of SES providers or administration, monitoring, or oversight of SES.